

NEW YORK SCHOOL JOURNAL

AND

Educational Directory.

Vol. XII/ No. 334.

NEW YORK, JANUARY 5, 1878.

Price Seven Cents.

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Systems of Education.

FROM *Deterioration and Race Education.*

By SAMUEL ROYCE.

Others before us have laid stress upon Education; have singled out the various parts of Education; have, perhaps, seen in part the importance of our principles, as Spurzheim and others of the same school; none, however, have recognized in it the principle that contains all others and much more beside, and that alone is comprehensive enough to rear upon a complete system of Education.

Penn's first word to his colony was, "Educate," and Washington's last bequest in his farewell address to the people he so well loved, was again, "Educate."

Education, says Renan, is with modern society a question of life and death. It contains, as Laboulaye says, the solution of the problem that troubles the age we live in. But what is commonly called Education, makes of us, as Goethe expressed it, bags filled with words, figures and facts. What we want is men of vigor, action and character. "It is the early training that makes the master," sings Germany's great national poet. Strength, will, power, mental activity, work and a harmoniously developed humanity must be aimed at in education—such are the utterances of our great thinkers.

Our higher reason is but the accumulated capital of the progress of the age, says science. Thankfully we receive at the hands of the heroes of human progress the requisite material for our structure of Race Education, and trace step by step our principle in their labors.

Already the Lacedemonians gave supreme attention to the physical condition of the parents.

The Old Testament almost on every one of its pages, lays stress upon the early training of the young.

The genealogical history of individuals and families proves the truth of the heredity of mental traits. Physiology teaches that systematic thinking enlarges the brain, and craniology establishes this principle by the exact measurements of the skulls of races and ages belonging to different stages of civilization. We acknowledge our indebtedness for these and other labors.

Happiness, truth, goodness, activity, reasonableness, virtue, God-likeness, etc., are unquestionably important elements, but they lack direction, definiteness, compass and scientific basis; they contain no principle that secures what they aim at, and each and every one of them considers only the individual, who, if he is to live for humanity, must be educated for it.

There is not a principle suggested by our system but has the support of the earliest thinkers of the race.

The divine Plato largely discourses how manners are implanted in early infancy, and virtue gathers strength from habit. He insisted upon bringing together children from three to six years of age for being trained at their self-originated games. He already considered compulsory Education the safeguard of the State. Careful training in gymnastics, music and science he insists upon as the means for the attainment of strength and beauty of mind and body, so highly prized among the Greeks.

Aristotle, who furnished the world with its intellectual food for over two thousand years, like his great master, urges State

Education to begin in early childhood, the very playthings of which should have a bearing upon the life and work of the man, whose ethical culture must be secured by early habits of right feeling and correct action, under teachers of political knowledge, whose aim must be not to form merely useful, but perfect men, by the means of art, science and discipline, the tools of Education.

Plutarch, in his inimitable essay on Education, tells us of Lycurgus showing the Lacedemonians in a public meeting the effect of early training on two dogs of the same dam, the one running to the platter, and the other starting after the hare; the one made voracious, and the other an excellent hunter.

Early exercise, says the same author, gives strength; good habits lead to virtue, and wisdom leads to happiness and a good old age.

Training of body and soul from earliest infancy, and solid things of science, the living example of parents and teachers, and upon the like topics, Plutarch gave us in these essays his thoughts with a freshness, which makes them delightful reading to-day.

Montaigne said: "Bookish learning is a poor stock to go upon." Again, he said: "Our understandings are no more formed by learning by rote what other men said than we learn riding, handling an axe or playing a tune, by discourses without practice."

Lord Bacon said: "Our speeches take after our learning, our thoughts after our inclinations, and our deeds after our habits, which are fixed by the force of early custom."

Milton indignantly descants against the waste of time in our schools with a miserable little Latin and Greek, and pleads for a virtuous and noble Education, consisting in studies, exercises, diet and music, likeliest to those ancient and famous schools of Pythagoras, Plato, Isocrates, Aristotle and others, and of whom were bred such a number of renowned philosophers, orators, historians, poets and statesmen.

John Locke held that a sound mind in a sound body—as already Juvenal aptly expressed it—is the chiefest happiness, and, hence, the chiefest care of Education. Education makes the man, and the commonest and weakest impressions in childhood have most important and permanent consequences for us. Morals and good habits come first, the knowledge of things next, and languages last. The treatment should be mild, natural and suited to the temperament, inclination of the character of the child, which the educator has to study carefully.

Leibnitz, who, by the universality of his genius, has thrown out many ideas ahead of his age, advanced the teaching of the arts and trades in public schools as a matter of highest utility to the State.

Montesquieu said, Education has for its foundation the same principles as the State—fear under despotism, pride under a monarchy, and virtue under a republic. And since virtue is formed by early habit, a republic must train children to simplicity and self-restraint. Attachment to the laws of the country demands a preference of the public good to narrow self-interest. Nothing but virtue and intelligence can save a republic from ending in despotism, corruption and anarchy.

As the great Comenius, the John the Baptist of universal Education, was the apostle of the study of method, to the spread of which all over Europe his agitated life has been devoted, so was Rousseau a hundred years later the apostle of the study of the child and its nature. According to him, the full activity of our senses and faculties and the skill of acquiring knowledge are the ends of Education and are to be attained by actual observation, but not by mere words thrust upon children, to whom they have no meaning and whom they can but stupefy. Like Locke, Rousseau insists upon the propriety of every child learning a trade, which not only bestows independence, but cultivates reflection far more than books do at that age.

Basedow, who first reduced to practice whatever was tangible in Rousseau's "Emile," insisted equally upon his pupils to

engage at least two hours daily in the mechanical exercise of some useful trade.

None lived in deeper sympathy with the race, shared its miseries, loved it more truly, or worked more earnestly for elevating and saving it through life-long labor in the school-room, than Pestalozzi, and none has more effectually reformed our system of Education than he. He has clearly worked out the principles of developmental Education, object teaching and the whole modern system of primary Education; and he, above all, is the prophet of the school-house and the school-master of Europe.

Man's love of liberty, says Kent, is so strong that if he is not early subjected to discipline, he inclines, especially under a free government, to lawlessness, which is barbarity. To habituate the child to submission and to reason is the first aim of Education, which must lead the race to the highest destiny, the development of its faculties. The great philosopher of Konigsberg insisted that the child is not to be educated for the world as it is, that it may get along in it, but that it must be brought up for humanity and a better future; and that a bringing us up for the good of the world cannot injure us in our own life. Education is discipline or correction, culture or instruction, and exercise of the faculties of prudence and wisdom, and wisdom, and at last the formation of the moral disposition or of character. The child must learn to use its freedom and its powers, act upon principles and develop its character by order and steadiness. Work is the chief element in human life; the school, therefore, trains children to work, and as this requires strength and energy, physical exercise must form the prelude to Education, and is a chief part of it. So far the founder of the critical school of philosophy of Germany.

Mackintosh wisely says, Education is a proper disposal of all the circumstances which influence character, and of the means of producing those habitual dispositions which insure well-doing.

According to Froebel, indolence, love of pleasure, want of sense and energy, lead to vice and crime. He insists, therefore, upon work, activity takes delight in its own creation, and develops intelligence and energy of will. Rousseau, Pestalozzi, and others before them, have seen that work develops virtue. None but Froebel has realized all the applications this principle is capable of developing in man. The Kindergarten is the door by which we re-enter the garden of Eden. As work was the first means in educating the race, when the soil was cursed with sterility that man might be blessed through work, so in the Education of the individual, work is the first means of blessing him; and the restless activity of the child is the foundation of the indefatigable enterprise of the man. Industry, which is the characteristic feature of the age, must be made the school of humanity. Life, energy and power, like wisdom, are not to be plucked from trees; they come only as responses to an earnest will, as the prayer which ends in work as its amen.

And in earliest infancy this training must begin. Spelling, grammar and arithmetic may be learned at ten or twenty years, or later. The man, the character, says Juvenal, is made at seven; what he is then, he will always be—in spite of a thousand teachers you may give him after that period has passed.

Maudsley says, the true aim and character of Education are unhappily not yet understood. Man should understand himself and nature, of which he is a part; and with which himself, his thoughts and actions should be in harmony; that through knowledge of and obedience to the laws of nature he may represent the highest physical, mental and moral evolution. Our present Education must be revolutionized; for to-day, riches, position, power and the applause of men are the chief aims, and not culture, development and character; and hence, anxieties, disappointments and jealousies break down the soul in madness, which nothing can cure more radically than a sound Education.

John Draper maintains, Education should represent the existing state of knowledge and not the pretended wisdom of past ages. He treats with deserved contempt the pretended training obtained through the study of Latin and Greek. The American political system is founded on the principle of public intellectual culture, and the organization of the intellect is to be the great work of the continent. The only method of ameliorating the condition of men is by acting on their intelligence. Our aspirations have been hitherto physical; they must and are now becoming spiritual and intellectual. Our personal ambitions must retire, that we may share in the development and accomplishment of a far higher result.

There is not a principle of Education but we may glean it from some ancient and modern writer; but Race Education, or Hereditary Culture, is a formula that embraces all the hitherto separated tendencies, each of which is but a part of Education. It embraces the physical, mental, moral and industrial elements; it suggests the method, means and end, and sets before us humanity as the highest aim; it is above all practical, and looks to the solid welfare of the individual, nation and race, and indicates the necessity of a National Education, as none but the nation can educate the individual for the race and nation.

Lessons in Electricity.

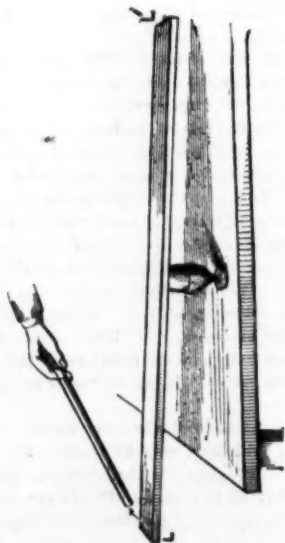
BY PROF. TYNDALL, F. R. S.

Electric Attractions.—Place your sealing-wax, gutta-percha tubing, and flannel and silk rubbers before a fire, to insure their dryness. Be specially careful to make your glass tubes and silk rubbers not only warm, but hot. Pass the dried flannel briskly once or twice over a stick of sealing-wax or over a gutta-percha tube. A very small amount of friction will excite the power of attracting the suspended straw, as shown in Fig. 2. Repeat the experiment several times and cause the straw to follow the attracting body round and round. Do the same with a glass tube rubbed with silk.

I lay particular stress on the heating of the glass tube, because glass has the power, which it exercises, of condensing upon its surface, into a liquid film, the aqueous vapor of the surrounding air. This film must be removed.

I would also insist on practice, in order to render you expert. You will, therefore, attract bran, scraps of paper, gold-leaf, soap-bubbles, and other light bodies, by rubbed glass, sealing-wax, and gutta-percha. Faraday was fond of making empty egg-shells, hoops of paper, and other light objects roll after his excited tubes.

It is only when the electric power is very weak that you require your delicately-suspended straw. With the sticks, tubes and rubbers here mentioned, even heavy bodies, when properly suspended, may be attracted. Place, for instance, a common walking-stick in the wire loop attached to the narrow ribbon, Fig. 1, and let it swing horizontally. The glass, rubbed with its silk, or the sealing-wax, or gutta-percha, rubbed with its flannel, will pull the stick quite round.



Abandon the wire loop; place an egg in an egg-cup, and balance a long lath upon the egg, as shown in Fig. 4. The lath, though it may be almost a plank, will obediently follow the rubbed glass, gutta-percha, or sealing-wax.

Nothing can be simpler than this lath and egg arrangement, and hardly anything can be more impressive. The more you work with it, the better you will like it.

Pass an ebonite comb through the hair. In dry weather it produces a crackling noise; but its action upon the lath may be made plain in any weather. It is rendered electrical by friction against the hair, and with it you can pull the lath quite round.

If you moisten the hair with oil, the comb will still be excited and exert attraction; but, if you moisten it with water, the excitement ceases; a comb passed through wetted hair has no power over the lath.

After its passage through dry or oiled hair, balance the comb itself upon the egg; it is attracted by the lath. You thus prove the attraction to be mutual: the comb attracts the lath, and the lath attracts the comb. Suspend your rubbed glass, rubbed gutta-percha, and rubbed sealing-wax in your wire loop. They are all just as much attracted by the lath as the lath was attracted by them. This is an extension of Boyle's experiment with the suspended amber.

How it is that the unelectrified lath attracts, and is attracted by the excited glass, sealing-wax, and gutta-percha, we shall learn by-and-by.

A very striking illustration of electric attraction may be obtained with the board and India-rubber mentioned in our list of materials. Place the board before the fire and make it hot; heat also a sheet of foolscap paper and place it on the board. There is no attraction between them. Pass the India-rubber briskly over the paper. It now clings firmly to the board. Tear it away, and hold it at arm's length, for it will move to your body if it can. Bring it near a door or wall, it will cling tenaciously to either. The electrified paper also powerfully attracts the balanced lath from a great distance.

The friction of the hand, of a cambric handkerchief, or of wash-leather, fails to electrify the paper in any high degree. It requires friction by a special substance to make the excitement strong. This we learn by experience. It is also experience that has taught us that resinous bodies are best excited by flannel, and vitreous bodies by silk.

Take nothing for granted in this inquiry, and neglect no effort to render your knowledge complete and sure. Try various rubbers, and satisfy yourself that differences like that first observed by Newton exist between them.

Lay bare, also, the true influence of heat in our last experiment. Spread a cold sheet of foolscap on a cold board—on a table, for example. If the air be not very dry, rubbing, even with the India-rubber, will not make them cling together. But is it because they were hot that they attracted each other in the first instance? No, for you may heat your board by plunging it into boiling water, and your paper by holding it in a cloud of steam. Thus heated they cannot be made to cling together. The heat really acts by expelling the moisture. Cold weather, if it be only dry, is highly favorable to electrical excitation. During the late frost the whisking of the hand over silk or flannel, or over a cat's back, would have rendered it electrical.

The experiment of the Florentine academies, whereby they proved the electrical attraction of a liquid, is pretty, and worthy of repetition. Fill a very small watch-glass with oil, until the liquid forms a round covered surface, rising a little over the rim of the glass. A strongly excited glass tube, held over the oil, raises not one eminence only, but several, each of which finally discharges a shower of drops against the attracting glass.

Cause the excited glass tube to pass close by your face, without touching it. You feel, like Hausbees, as if a cobweb were drawn over your face. You also sometimes smell a peculiar odor, due to a substance developed by the electricity, and called ozone.

Long ere this, while rubbing your tubes, you will have heard the "hissing" and "crackling" so often referred to by the earlier electricians; and if you have rubbed your glass tube briskly in the dark, you will have seen what they called the "electric fire." Using instead of a tube, a tall glass jar, rendered hot, a good warm rubber, and vigorous friction, the streams of electric fire are very surprising in the dark.

Discovery of Conduction and Insulation.—Here I must again refer to that most meritorious philosopher, Stephen Gray. In 1729, he experimented with a glass tube stopped by a cork. When the tube was rubbed, the cork attracted light bodies. Gray states that he was "much surprised" at this, and he "concluded that there was certainly an attractive virtue communicated to the cork." This was the starting-point of our knowledge of electric conduction.

A fir-stick four inches long, stuck into the cork, was also found by Gray to attract light bodies. He made his sticks longer; but still found a power of attraction at their ends. He then passed on to packthread and wire. Hanging a thread upon the top window of a house, so that the lower end nearly touched the ground, and twisting the upper end of the thread round his glass tube, on briskly rubbing the tube, light bodies were attracted by the lower end of the thread.

But Gray's most remarkable experiment was this: He suspended a long hempen line horizontally by loops of packthread, but failed to transmit through it the electric power. He then suspended it by loops of silk and succeeded in sending the "attractive virtue" through 755 feet of thread. He at first thought the silk was effectual because

it was thin; but, on replacing a broken loop by a still thinner wire, he obtained no action. Finally, he came to the conclusion that his loops were effectual, not because they were thin, but because they were *silk*. This was the starting-point of our knowledge of insulation.

It is interesting to notice the devotion of some men of science to their work. Dr. Wells finished his beautiful essay on "Dew" when he was on the brink of the grave. Stephen Gray was so near dying, when his last experiments were made, that he was unable to write out an account of them. On his death-bed, and indeed the very day before his death, his description of them was taken from his lips by Dr. Mortimer, secretary of the Royal Society.

One word of definition will be useful here. Some substances, as proved by Stephen Gray, possesses in a very high degree the power of permitting electricity to pass through them; other substances stop the passage of the electricity. Bodies of the first class are called *conductors*; bodies of the second class are called *insulators*.

We cannot do better than repeat here the experiments of Gray. Push a cork into an open end of your glass tube; rub the tube, carrying the friction up to the end holding the cork. The cork will attract the balanced lath, shown in Fig. 4, with which you have already worked so much.

But the excited glass is here so near the end of the cork that you may not feel certain that the observed attraction is that of the cork. You can, however, prove that the cork attracts by its action upon light bodies which cling to it. Stick a pen-holder into a cork, and rub the glass tube as before. The free end of the holder will attract the lath. Stick a deal rod three or four feet long into a cork, even its free end will attract the lath when the glass tube is excited. In this way, you prove to demonstration that the electric power is conveyed along the rod.

TO BE CONTINUED.

Is Compulsory Education at Variance with Our Liberty.

THE statement that Commissioner Goulding is opposed to compulsory education attracted my attention. It is a vital necessity. Many now can neither read nor write, and what is infinitely worse, multitudes are growing up without a knowledge of these indispensable accomplishments. The provisions are ample, however, lacking 'the all important element "compulsion." This word is repulsive to freemen at first thought, but the more enlightened are aware that "no liberty can exist without restraint." In other words, "man must give up much natural liberty to be protected civilly." This idea well understood, and the bugaboo, "compulsory education" at once loses its frightfulness.

The want of a fair understanding of the phrase "our liberty," will throw light upon this subject. Ours is not natural, but civil, political and religious liberty. The moment man enters society he gives up his natural liberty. Natural liberty permits man to think and act as he pleases. Civil, political and religious liberty, such as we have, allows man to do what he pleases providing he does not interfere with the rights of his neighbor. Natural liberty permits me to throw my neighbor's fences down to enable me to drive my horse and carriage through his fields, to shorten my journey. "Our liberty" compels me to leave my neighbor's fences be, and drive round. Natural liberty permits me to go into my neighbor's granary or money coffer and help myself to their precious contents. Civil, political and religious liberty, or "our liberty," allows no such thing. Yet, when the subject of compulsory education comes up, it is objected to as taking away "our liberty." It is true that it is at variance with natural, but not with civil, political or religious liberty. There society interferes. "Society has a right to prevent its own destruction." Ignorance is a destroyer of free institutions the world over.

It is an incontrovertible truth that the perpetuity of free institutions depends upon the virtue and intelligence of citizenship. There is a necessity in the case. According to the best of writers and thinkers, the citizens of a free government must be intelligent in order to govern themselves. Hence, is it safe to leave so vital a principle entirely at the option of the parent or guardian? Are we not "compelled" to pay tax for the support of free government? Compulsory education would take no more liberty from us than the tax law. The fact is, I know of no permanent good where there is no compulsion. It drives to higher life. It is the steam that sends the great ship plowing through seas, or the mighty train across continents.

Man naturally is a stubborn, self-willed being. He wants to be let alone in his night of ignorance. He loves darkness rather than light. The American Indian enjoyed more natural liberty than we do, but we found him a savage. The more natural liberty a people possesses, the more barbarous they become. While natural liberty unreins the appetite and gives full sway to the malevolent affections, civil, political and religious liberty restrains vice and impels to virtue.

T. T.

Art-Education of Women.

WOMEN need much consolation in this world. Sometimes they are in love: indeed, this is so common a complaint with them that they should have a sublimated Pond's Extract, a metaphysical camphor or spiritual arnica, to apply to that hidden wound. The needle is a good little lightning-rod—a conductor for concealed disturbance. Many a heart-ache has been embroidered away. Sometimes women are poor. This is sadder still. They must so conduct the hidden sorrow through the needle into the satin that it may come back to them, bringing bread. They must weave that enchanted carpet of Aladdin, which shall take them from place to place. They must earn their living by their accomplishments—hard thing to do.

And here we come to trouble. Most women can do various pretty things well—but not well enough, to sell. The thorough art-education of women is a thing which had not been thought of twenty-five years ago. Thus it came about that no being on earth is so helpless as the reduced lady; and it is to the assistance of reduced ladies that the South Kensington Museum Association has devoted itself, teaching women to embroider so perfectly that even the Roman Catholic church, that great purchaser of embroideries, will buy the work, and she is a very particular purchaser. The ecclesiastical embroidery is a special art by itself. Chasuble; cope and alb, robe and carpet, and altar-cloth, and drapery, must be so deftly done that the microscope itself can detect no flaw. There is no finer, richer illuminating missal than some of this embroidery. The face of Christ is painted by some devout needle-woman in silk almost as Leonardo da Vinci painted it in oils.

Tapestry is the work of both Arachne and Penelope. It is woven first and then embroidered, or else in the weaving a shorter thread is thrown across, and the pattern comes out in fresh colors of a different weft. Many ladies now emulate Matilda in the Bayeux tapestry, and use, as she did, coarse brown linen for the groundwork, and design, as she did, their own patterns. Turkish towelling is a favorite background for these tapestries. A great tendency toward cheap things, and a sudden discovery that the cheapest fabric and the most perpendicular sunflower, or the straighter cat tail, is more artistic in combination than the wreath of splendid lilies thrown across satin—all this is the surprising discovery of modern art decoration. Some of us take the liberty of doubting the wholesale assumption of the modern Eastlake, pre-Raphaelite and South Kensington schools. Some of us still love luxurious French brocades and Japanese silks, heavy with gold and silver, but we are in an inglorious minority. A coffee-bag embroidered with cat tails is a "higher art."—*Appleton's Journal*.

Technical Education.

PROFESSOR Huxley has just been lecturing on "Technical Education." He said that he regarded technical education, not as the teacher of technicalities, but as the best training to qualify the pupil for learning them for himself. So far as he could gather, any measure of technical education tending to postpone the period at which a boy entered on the practical business of his trade, by an undue prolongation of his school life, was impracticable, and he doubted whether it was desirable. Professor Huxley contrasted the schools of the present day with those of forty years ago, and said the result of the comparison was such as to fill one of his own age with a sense of depression and envy at the immense advantages enjoyed by the youth of the present generation. Still, there were some respects in which the present national system of education might be improved. Elementary science was taught, but drops, in spite of the efforts of his friend and theirs—Sir John Lubbock aided by another M. P., then present, Dr. Lyon Playfair—to obtain from the government a more generous recognition of its claims. For his own part, Prof. Huxley said, although he was held to be a fanatic on this question, he had no wish that any other branch of study should be trammelled for the sake of science. Another thing needing reform was that such science teaching as was given was not always practical and experimental enough, which, though it might be attended with some trouble and expense, was yet very necessary. Perhaps, too, the system tended to foster in some teachers a practical analogous to what sportsmen stigmatized as pot-shooting. Upon the whole, however, their educational machinery was working well, and they might almost be ready to congratulate themselves upon such a Utopian state of things. After expressing his grave doubts whether the government could wisely do much more for technical education than it was already doing in the broad sense in which he had spoken, Prof. Huxley said there should undoubtedly be some machinery for utilizing in the public interest, special talent and genius brought to light in our schools. If any government could find a Watt, a Davy, or a Faraday in the market, the bargain would be dirt cheap at £100,000.

OVER 1,000,000 sheepskins have been used up in binding Webster's dictionary.

Things to Tell the Scholars.

LONG after the invention of glass it was considered such a luxury in London that noble families when leaving their town residences for the country season, had the window panes removed and carefully packed away for security. Glass was not much of an article then. It was tinted with a sickly color, uneven in surface, and full of specks and imperfections.

MANY persons are very sensitive to electrical changes of the atmosphere. One gentleman is said to have been so much affected by the conditions which preceded a thunderstorm that he became sick. He was advised to wear a fine silk vest as an insulator, and he did so. The result was that life was made much more bearable to him. This perception of the presence of electricity has been used as an illustration of the argument that there may be forces at work in nature for the detection of which man is not endowed with the requisite senses.

THERE are 140,000 drinking places in the country, and 142,000 schools. Let the teachers and parents look to it that the graduates of the latter do not become habitués of the former.

A SOLID silver spoon bearing Sir John Franklin's crest, has been bought from the Esquimaux Indians near Hudson's Bay, by the officer of a whaling bark. From information given by these Indians, it is believed possible to find the books and writings buried by members of the Franklin expedition after the wreck of their vessel.

THE origin of the postage stamp has a twinge of romance in it. It was thirty-seven years ago that Rowland Hill, while crossing a district in the north of England, arrived at the door of an inn where a postman had stopped to deliver a letter. A young girl came out to receive it; she turned it over and over in her hand and asked the price of postage. This was a large sum and evidently the girl was poor, for the postman demanded a shilling. She sighed sadly, and said the letter was from her brother, but that she had no money; and so she returned the letter to the postman. Touched with pity, Mr. Hill paid the postage and gave the letter to the girl, who seemed very much embarrassed. Scarcely had the postman turned his back when the young inn-keeper's daughter confessed that it was a trick between her and her brother. Some signs on the envelope told her all she wanted to know, but the letter contained no writing. "We are both so poor," she added, "that we invented this mode of corresponding without paying for our letters." The traveler, continuing his road, asked himself if a system giving place to such frauds was not a vicious one. Before sunset Rowland had planned to organize the postal service on a new basis—with what success is known to the world.

The Ostrich.

The ostrich is an inhabitant of the dry, sandy deserts of Africa, where it subsists largely upon a species of wild melon, and other vegetable food, grains, grasses, etc. It is a monstrous bird, a full-grown specimen measuring from six to eight feet in height, and weighing from two hundred to three hundred pounds. The immense length and strength of an ostrich's legs enable it to make rapid transit over the ground, compensating for the want of wings, which in this bird are of little use except as sails, they being spread on all occasions where rapid progress is desired. The feet are peculiar, each being supplied with only two toes, and these of unequal length. The inner toe is nearly double the length of the outer one, and is armed with a sharp nail or claw, as a means of defense and probably other purposes. The speed of a running ostrich is variously estimated at from forty to fifty miles per hour, its step measuring from twenty-two to twenty-eight feet.

The necks of ostriches are nearly naked, a sparse growth of bristles assuming the place of feathers. The male is darker than the female, most of its feathers being a glossy deep black. The female is ashen brown sprinkled with white. Tail and wing plumes white in both sexes.

These birds are gregarious, and are seen mingling with herds of quaggas, zebras, giraffes, or antelopes. They are also polygamous, from two to seven females mating with the same male. In the nesting season this family of bird-Mormons get along admirably together, all of the birds depositing their eggs in the same nest, which is merely a basin or hollow scooped in the sand. The eggs to the number of thirty or forty, are all placed carefully on end, as if to economized space. The outer row is banked in with the sand. The females relieve each other during the day in covering these, and at night the male, for their better protection against wild beasts, takes their place. This method of hatching the eggs is only resorted to in the colder parts of the country, the heat of the sun relieving the day-watch in the more torrid portions of the desert. The egg of an ostrich weighs about three pounds. In addition to those intended for hatching several are left outside the nest, upon which the young birds make their first meal after leaving the shell.

The ostrich's defense is a kick, which is sufficient to knock down a hyena or a jackal; and these animals are said to have

been found dead alongside the nests. This kick is properly a step, as it is executed forward instead of backward. The toe claw often inflicts severe wounds, and when his foe is once down the bird continues the fight by jumping upon and trampling his enemy. If brought to bay it will not hesitate to attack a man.

An ostrich taken young will become tame, and even affectionate to its intimate friends. In age, however, they are apt to become vicious and treacherous.

The possibility of domesticating these birds was suggested by accident. A trader, with more eggs than he could conveniently carry, left four or five in a cupboard of a bake-shop in Algeria. About two months afterwards, on returning for his eggs he found the empty shells, and the birds, which had hatched by the artificial heat of the oven, dead from starvation. M. Crepu, a French officer, followed up the idea, and the result is a number of ostrich farms in South Africa, with a regular market price for birds of different ages. A chick one week old is worth about \$50; at three months, \$75; six months, double that sum or more. The feathers may be plucked after the bird is one year old. The crop of feathers from an individual bird will average about \$85. At five years the birds are fully grown, and each female will produce from eighteen to twenty eggs per season. Fences are necessary to prevent damage to the birds from their little family animosities and bickerings, which otherwise result in broken legs and even death, and always an injury to the feathers.

A statement was recently made by a Colorado paper that a well-known circus proprietor had lately invested \$100,000 in the purchase and stocking of an ostrich farm near San Francisco, importing one hundred birds for that purpose.

The growing importance of this new industry has naturally turned the attention of the ingenious to the invention or artificial incubation. In a late number of the *Scientific American* the process in use in South Africa is explained quite fully. A wooden box about three feet square, capable of containing 25 eggs, rest upon a metallic pan the full size of the box, and three inches deep. The latter is filled with water heated by a lamp, the heat of the box being retained by a close-fitting cover and blanket. This dry heat for weeks is at 102° Fahrenheit. The temperature is then gradually reduced to 100°, and in two weeks, more to 98°. At the end of forty-two days the chicks break through the shells, which have previously been punctured to assist their exit. During this process the heat is carefully watched with thermometers, and the eggs are turned and aired once or twice in twenty-four hours. When hatched the little ostriches are carefully brooded and fed with cut lucerne, and allowed to run in a yard like common fowls. The proportion of birds hatched by this process exceeds that of the natural process about 12½ per cent. The writer suggests, in view of the above facts, that far the best and most economical way to introduce this bird into America is to import the eggs, which may be done quite readily now that steam navigation has so far reduced the time of transit and the art of packing eggs has come so near to perfection, and incubate them artificially.

Ostrich feathers from first hands bring from \$1.25 to \$350 per pound, according to quality.

C. C. HASKINS.

The Order of Creation.

WHEN the solid crust of the earth was still red hot, all the waters were floating in the form of vapor in the atmosphere. With such a coating, how slowly, according to Prof. Tyndall's researches, must the earth's heat have radiated away! But as it cooled, the vapor condensed, settled down, and became the water of the ocean, completely enveloping the solid globe. Whoever, near an iron furnace, has seen the solid, glassy slag, anhydrous and overcharged with lime, crumble into a pasty mass at the first fall of rain, can imagine that much of the solid crust of the earth, anhydrous, and overcharged with alkalis, must have dissolved into a soft muddy mass when the waters first came down. That mass became the ready material for being afterward washed away by ocean current, and laid out into stratified aqueous rocks.

The heat of our globe continued to radiate away, and contraction followed. But the liquid interior, like all liquids, contracted in volume more than the solid exterior crust. That crust, therefore, became too large. Hence it wrinkled into furrows, to suit the diminished size of the globe. The downward bends of the furrows formed the ocean floor, and the upward bends became the islands and continents. At first the lands were low, level and moist; then the surface became more undulating as the furrowing increased; then hills and mountains were raised up; valleys were scooped out by running waters; and at length, after millions of years, its present surface was assumed. Life began at a very early period in the waters when they were yet warm and covered the entire globe. Vegetables and animals, we suppose, were at first only simple round cells, and afterward became more complicated and varied. They were all marine. The atmosphere was too heavily charged with carbonic acid to support air-breathing animals,

except the very lowest amphibian kind. But in process of time this gas was absorbed by the lime and by the land plants, forming coal and carbonate of lime. This carbonate of lime, after being employed for the hard parts of the lower animals, now appears as chalk, lime-stone and marble. Thus was the air fitted for the higher order of animals. The first air-breathing animals were of the lowest air-breathing forms, and allied to the frog, which in its early days has the character of a fish. Afterward, higher and higher structures of reptiles were produced. Then came the birds, though at first they had long tails like reptiles. Then higher and higher orders of birds, and last came the mammals, the highest class of all. But the lowest order of this class first appeared, such as the marsupials and the pachyderms. Then came the ruminants, then the carnivorous orders, and then the fruit-eating monkeys sporting in the tree-tops. Man appeared last on the globe. His antiquity dates back, we cannot say how long, but it is certain that his years must be reckoned by the hundred thousand.

The Chaldean Genesis.

Mr. George Smith, has written a book called "The Chaldean Account of Genesis." Subjects of the Deluge, the Creation and Fall of Man, the building of the Tower of Babel, and the identification of the Biblical Nimrod, are taken up. The Assyrian monarch, had history written on clay tablets. Of the remains of this literature more than twenty thousand fragments are preserved in the British Museum, and no man can tell what more may yet be found on the sites of the ancient cities, whenever they shall be systematically investigated.

The legend of the Creation is of great interest, giving, as it does, an account agreeing mainly with that we find in Genesis, but, at the same time, showing traces of having originally included much more matter. Thus we have a clear idea of the Chaos, or void: the Tiamat, (in Berossus, Thalatta,) or sea, then evidently considered as the great mother of all things; of the creation of the land, of the heavenly bodies, of land animals, of man and of his fall, and of a war between the gods and the evil spirits. It would seem that originally this story was written on twelve tablets, each including, when perfect, about one hundred lines of cuneiform text. Those relating to the creation of light, or of the atmosphere or firmament, of the dry land, and of plants, have not yet been recovered, though on some small fragments there are allusions apparently alluding to these missing subjects. It is worthy of note "that the fifth tablet commences with the statement that the previous creations were 'delightful' or satisfactory, agreeing with the oft repeated statement of Genesis, after each act of creative power, that 'God saw that it was good.' The only difference here is of detail. Generally, we think it reasonable to believe that, as a considerable period must have elapsed since the events these legends profess to record, Moses, having before him the traditions of the nations around him, selected and arranged those portions we now read, under the name of "Genesis," which most clearly served his purpose, as showing that the universe was the creation of the Intelligent Being, and not the result of the chance evolution of any number of material atoms.

A Sculptor's Dream.

It is the invariable habit of the sculptor first to make his sketch or small model of the figure or group. This he does solely with his own hand and from his own mind, and in making this no assistance is permissible. In this the action, the composition, the character, the general masses, the lines, the draperies, in a word, the whole creative part is achieved. The details only are left unfinished. Some sculptors carry their small models much further on in details and execution than others; and in case a sculptor intends to intrust to others the putting up of the large model from this, he determines every particular. The small model is then placed in the hands of a workman, who enlarges it by proportional compasses, mechanically, makes a framework of iron and wire, and packs upon this the clay, following by measurement all the forms and masses, and copying it in large in all the parts. He gives the general form, and makes what may be called a large rude sketch of the small model. How much further he may go in his work depends upon the extent to which the small model is finished. If it be carefully thought out in all its details, his business is to imitate these as well as he can. The sculptor himself generally works with him in all these beginnings, though that is by no means necessary. The work being thus set up and put into general form and mass, after the small model, the sculptor makes what changes and deviations he deems necessary, sometimes entirely altering one action, distributing differently the masses, varying the composition of lines, and working out the details. From the time the general masses are arranged, the assistant is of little or no use, save to copy, under directions of the sculptor, bits of drapery arranged by him on a lay figure, or from casts in plaster of fragments from nature, or to render him, in a word, any mere mechanical service. All

the rest is done by the sculptor's own hands. The assistant's works are purely preparation. Nothing of the arrangement, or of the finish, or of the feeling is his, and as the work approximates to completion, he becomes useless, and the sculptor works alone. Practically speaking, the assistant's work being mere rough preparations, is invariably again worked over and varied in every part, often entirely pulled down and remodeled, so that nothing remains of it, and it not unfrequently occurs that, after the first packing on of the clay, he is rather an embarrassment than a help, however clever he may be. If you pause to think for a moment you will see that, however well he may do merely mechanical work, it is impossible from the nature of things that he can divine the wishes or convey the spirit and feeling of the artist himself.—*Blackwood's Magazine.*

Care of the Eyes.

THE following general rules should always be observed by persons when writing, reading, drawing, sewing, etc. Take care that the room in which either of these pursuits are engaged in are comfortably cool, that the feet are warm and that there is nothing tight about the neck. The reason for this injunction is a simple one: to prevent an excessive tendency of blood to the head and the congestion of the delicate ducts of the eye, which is consequent thereupon. Take care that there is plenty of light, but not so much as to dazzle the eyes; that the sun does not shine directly on the object we are at work upon; that the light does not come from the front, but from over the left shoulder if possible; that the head be not much bent over the work; and that, in reading, the page be held perpendicular to the line of sight.

When the eyes have any defect they must not be overtasked; and fine work, such as needlework or drawing, or even reading of fine print, should be limited to short spells, not exceeding half an hour each, and in the morning. Studying or writing before breakfast, by artificial light, is highly injurious; as is also, for obvious reasons, the habit of lying down when reading. In all forms of labor requiring the exercise of vision on minute objects, it is indispensable that the worker should rise from his task now and then, take a few deep inspirations, with closed mouth, throw the arms backward and forward, and, if possible, step to a window or into the open air, if only for a moment.

If the sight of the eye is failing, it is of the utmost importance that no tricks should be played upon it. Holding the light between the eyes and the object looked at, is highly injurious. Holding the page one reads at an abnormal distance from the eye, is equally bad. When either of these shifts are resorted to, it is because the eye can no longer get along unaided; it needs help, and this, to be salutary, should be promptly afforded, should be exactly adapted to the want, and should be of the best quality. There is no wisdom in putting off the use of spectacles when the eye gives warning that it needs assistance. It will not recover its acute vision by being subjected to undue straining; but, on the contrary, its powers will be more rapidly impaired. Neither is there either wisdom or economy in using spectacles of inferior quality. Get a good pair suited to the eye, and the eye will improve. J. Kahn, 74 Fourth avenue, is a good optician, and will cheerfully advise any one.

OUR ability to weigh a star is without contradiction one of the most surprising results of scientific progress, one of those results which must perplex persons ignorant of the principles of stellar mechanism. To weigh a star is a more extraordinary thing than to measure its distance, and neither Copernicus, Galileo, Kepler nor Newton ever dreamed that the day would come when their successors would be able, by the application of their immortal discoveries, to determine the mass of a star lost in the depths of celestial space.

The mass of a star is calculated by the energy of the action which it exerts. If the earth were ten times heavier than it is, while preserving its volume, it would attract bodies towards its surface ten times more strongly than it does now, and an object which in falling runs through 4m. 90 in the first second of its decent would pass over 49m. If the earth, while keeping its volume, had the weight of the sun, its power of attraction would be increased 324,000 times, and an object which now weighs one kilogram would weigh 324,000; a mass of 70 kilograms weight would weigh 22,680,000! One can measure the weight of a star by the intensity of the attraction at its surface. Reduced to its simple expression, in its application to the fall of bodies, this attraction will be difficult to verify; but one can determine it by the velocity of a satellite gravitating around the star whose mass we wish to know.

For example, the attraction of the earth has the power to curve the right line which would be followed by the moon in space if it did not yield to this attraction, and this line

is so bent that the moon describes a circumference in twenty-seven days, seven hours and forty three minutes. If the mass or the energy of the earth should increase, the velocity of the moon in its orbit would increase also; if it should decrease, the contrary effect would be produced. The attraction varies in direct ratio with the mass. The velocity of the motion of the moon around the earth comes from the force emanating from the earth. The earth is the hand which holds the moon in balance. If the earth had more force, more energy than it has, it would cause the moon to turn more quickly, and *vice versa*. The same thing is true of the sun and the earth. If the sun should increase in weight the earth and the other planets would revolve more quickly around it, and the years would diminish in length. If the mass of the sun should decrease, the reverse would obtain. It is by comparing the influence of the sun upon the earth with the influence of the earth upon the moon, that we have found that the sun is 324,000 times more energetic, more powerful, and heavier than the earth.

The grand secret (worth all the others together, and with which all the others are worth nothing or less) for inculcating and teaching virtues and graces is that a man honestly and with more and more silent sincerity have them himself lodged there in the silent depth of his being. They will not fail to shine through, and not only visible, but undeniable, in whatever he is led to say or do; and every hour of the day he will consciously and unconsciously find good means of teaching them. This is the grand, indispensable pre-requisite. This present, the rest is very certain to follow. The rest is the mere matter of detail, depending on speciality of circumstances; which a man's own common sense, if he is in earnest toward his aim, will better and better instruct him in. The business, I am sorrowfully aware, is often enough undertaken without this indispensable pre-requisite—may, in general, there is a dim notion abroad that a man can teach such things by merely wishing to do it and without having them himself; but the fatal result inevitably is he teaches, can teach, nothing but hypocrisy and unblest abey and mendacity. It is a kind of salvation to his pure pupils if they, in a dim way, see through him and refuse to imbibe the slow poison of such teaching.—CARLYLE.

THERE is danger in introducing a programme for each day work so complete and perfect that every moment is provided for, and the teacher becomes merely one part of a complicated machine. Such a programme may get more work out of the listless and lazy teacher—one who does only what one is compelled to do, and who, unless specially directed, would dismiss the various classes after hasty recitations and spend the rest of the time in reading a magazine behind his desk. It may help the stupid and unambitious teacher, who would never either originate an idea or pay a dollar for an educational paper or manual which might suggest the ideas of others. But to the energetic, cultured, sympathetic teacher, it is a serious impediment to be compelled to lug in a little zoology at from 3:20 to 3:30 on Friday afternoon, or inculcate that honesty is the best policy at 11 A.M. on the fifth Tuesday of the term. One could better teach these things as circumstances suggest; and if one were at liberty to do so, and could study the individuality of each pupil, and develop now here and now there, according to the everchanging need.

It is not a rare experience to most persons to find that they have read a passage and yet they are entirely unconscious of its contents. The physical man seems to have done its part perfectly; but the mind was employed upon other errands. Years are wasted before many of us discover that most of our ordinary reading is performed with not more than one half of the mind, without real mental activity. There are persons who have been hard of hearing all their lives without realizing it simply because experience has not given them an idea of a power more acute than their own. It is somewhat so in the matter of attention. It is rather a discovery to us when we first realize what may be accomplished by concentration of force; when we feel that attention is not passivity, but energy. It is a fortunate day for us when this awakening comes, and we begin the earnest endeavor to hold our mind to its work as though it was a truant school-boy.—*Scientific Monthly.*

GREAT distress prevails among the poor of Constantinople. The prices of provisions are rising in consequence of the depreciation of the currency. Difficulties are feared if the price of bread rises higher.

A TRIAL is to be made of the telephone by the Russian army. A house in Berlin is making the instruments to be used. Military men await the result of the experiment with much curiosity.

In London last year 11,805 persons, of whom 8,531 were children, were reported to the police as missing. Of the adults 105 were found to have committed suicide, and upwards of 200 have not been heard from at all.

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New York School Journal,

AND

EDUCATIONAL DIRECTORY.

NO. 17 WARREN STREET, NEW YORK.

PUBLISHED WEEKLY

BY

E. L. KELLOGG & CO.,

AMOS M. KELLOGG, EDITOR.

WILLIAM H. FARRELL, BUSINESS AGENT.

WILLIAM F. KELLOGG, SUBSCRIPTION AGENT.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, JANUARY 5, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

MANY subscriptions will expire with this month, and the amount of renewal should be at once mailed to us. Let there be promptness in remittance; the amount is \$2.00 this year; last year it was \$2.50. Let no one wait for an agent to call; the post-office will attend to this business for three cents.

THE delay occasioned by the occurrence of a fire in press-rooms was quickly followed by the holidays, and with them a crowd of advertisements so that we failed in our usual promptness. We shall start the New Year with our usual regularity, and hope not to ask for the patience of our subscribers again.

WE wish to acknowledge the many courtesies and kindnesses we have received from our friends. One writes: "If you will send some copies to —, I will bring the matter before the Institute there." We cannot sufficiently thank those who thus aid our work, and if we have omitted to do so by letter, it is not because we have not felt thankful. We would solicit each subscriber to write to us, and give the names and addresses of earnest teachers who will feel interested in reading the JOURNAL; it must be noted that subscribers to the educational journal are not procured as they are for the sensational papers; they come through the recommendation of others. Hence, we suggest each subscriber to set apart a little time to advance the interests of this invaluable journal; it will be a source of satisfaction to you, to feel that you have helped forward its important work.

WE enter on the work of the New Year with satisfaction, for during the past twelve months the JOURNAL has taken a deeper hold of the educational public. From every side hearty greetings have come, earnest words of cheer from distant and near friends. We

accept these wishes of prosperity, and return them four-fold. We shall spare no effort to make the JOURNAL useful to its readers. We have not aimed to fill it with heavy theoretical articles, though such have been pressed upon us. On the contrary we have preferred plain practical writing coming from the actual experience of the writer. We shall present the modern methods of teaching, the freshest views, the best and most practical ideas. Articles will be presented that will pour a flood of light on various important subjects such as the actual work of the school-room, and its discipline; on Object Teaching, and the Kindergarten. We have constantly advocated the payment of suitable salaries to teachers as we believe that is true economy; if there is to be a "cutting down," we propose to begin that by retrenching on the costly politics of the day. In our important work, we invite the expression of opinion from teachers, and shall discuss live topics in a plain and outspoken manner. We ask the hearty co-operation of our subscribers, for it is quite apparent that only about one-twentieth part of the teachers of the country take any educational paper.

The Teacher's Place.

Whatever may be said of the short-comings of the teacher in particular cases, he stands on an eminence. What he does, what he thinks, what he knows is to be the inheritance of the scholars. He is the source from whence the ideas of the race spring; as he believes, so do his pupils; if he is reverential, so are they. It cannot be too often placed before those who teach, that on them rests a weighty responsibility. At the very outset of young life, they stand with plastic hands; they mould it as they will. The teacher is filled many times with amazement that his light words are held to be so important; greatly to be regretted is it if he has so misused his speech that little sacredness is attached to his utterances. He stands the arbiter of destiny to many a boy or girl. Not the creator of talent, but the awakener of it; not the originator of purpose, but the stimulator of it. He leads and teaches by the direction in which he goes, more than by his profound attainments. We owe deep and hearty thanks to the teachers who are in our school-rooms. They build the walls that fence in our cities, they instill patriotism and self-government.

1878.

The swift tides of time rush unseen along. Scarcely had we become accustomed to bearing the numerous burdens, enjoying the few pleasures, arranging for the departure of Winter, the coming of Spring, to be succeeded in turn by Summer, cold blasts and wintry skies were upon us again. Again, "Merry Christmas," and "Happy New Year," have been hailed to us, sailing over Life's solemn sea. Again, have we returned the hail, and with inexpressible yearning that every craft should reach its haven in peace and happiness. For our humanity, put it as you will, is desperately in need of sympathy and love. The teacher stands in a peculiarly valuable position. He sees the children; he comes in contact with youthful aspiration, and hope. He knows that the harvest is dependent on the seed-time. Therefore, Oh, Teacher, fail not in your high calling to work with honesty of purpose. Let the year find you more filled with the Divine Spirit. Emulate Jesus Christ. Draw the hearts of your pupils closely to your own heart of love. Resident in the children are all the hopes of the world; the men of genius, of poetry, of art, are among those you have in your school-rooms. Labor, then, during the newly dawned year with renewed patience, faith, and love, and great will be your reward.

IN Queen Victoria's crown there are 1363 brilliant diamonds, 1273 rose diamonds, 147 table diamonds, one large ruby, 17 sapphires, 11 emeralds, 4 small rubies, and 227 pearls.

NEW YORK CITY.

THE Mayor, in his message to the Aldermen, takes a manly and dignified ground. He recognizes the fact that teachers must be paid respectable salaries to obtain respectable talent. There is a class of men who look at this matter very much as a miser would. They think that because persons can be hired at less sums to work in shops that teachers are overpaid. Here is one case: A gentleman, a fine scholar, a college graduate, has been lately employed in the city schools at \$1,200. He has been two years out of college, and during that time has been reading law and history. Thus he has given six years of his life, to say nothing about three years of preparation for college, to make himself able to teach. He has laid out not less than \$5,600 on himself; the interest on which is \$350. This preparation he would not have needed if he aimed at a shop. It is this aspect of the case that is forgotten. Ten years of preparation for the work of a teacher may be safely calculated on for the profession, as it is practiced here. Hence, the cutting off of a cent is an unjust act; it is uneconomical. To get good teachers, good salaries must be paid.

In respect to the schools, the Mayor speaks as follows:

"In making provisions for the expenses of the local government for 1878, the Board of Apportionment deemed it judicious to make a large deduction from the amount asked for by the Board of Education. I think it would be a great public misfortune to have our unrivalled system of public schools crippled, or its usefulness impaired, or to urge economy to an extent that would compel a general reduction of teachers' salaries.

"The present average of such salaries is about \$850 per annum. The average salaries of the female teachers, of which there are about 2,800, is about \$750 per annum. Considering the previous education and training which is indispensable to qualify a person to become a teacher, and the necessary expenses of living in a manner befitting such a position, such salaries do not appear to be unjust or extravagant.

"I think the appropriation for the present year, \$3,400,000 in view of the abandonment of unnecessary building projects, and the inauguration of other practical economies, will be found sufficient for all the necessities of the year.

"A sum of perhaps \$30,000 per annum might be saved by appointing new teachers at a lower salary than at present paid, and some unnecessary salaries and other excrescences might be cut off.

"There are a few school buildings in different parts of the city in which the number of scholars is so much reduced by the diminished population of the districts and the proximity of other schools, that they are of comparatively little utility. I would advise, so far as it is practical, that such property should be transferred to the Commissioners of the Sinking Fund, and by them disposed of in such manner that the proceeds may be used for the erection of new school buildings in the more northerly part of the city, on lands already owned by the Board of Education."

COLORED SCHOOL No. 1.—The Christmas exercises of this school took place on Monday morning, December 24. The exercises were very pleasant, a great many of the children taking part. After the last piece was sung, the children were presented with a present taken from a beautiful Christmas tree. The scholars all had bright and intelligent faces, made more so by the presents they received. The principal, Mrs. Ferris, and her assistants have often been praised for the fine order and intelligence that the school displays.

NEWARK, CONN.—A Kindergarten entertainment took place at Mrs. Perry's. The little ones not only celebrated the festive joy of Christmas by receiving gifts from the "good saint," but gathered around a tree laden with gifts for destitute children, who were invited to come and share the delight of those more favored—teaching the Gospel of Christ, that it is more blessed to give than to receive. The decorations of the tree were made by busy hands in school; bright-colored chain work and cornucopias, woven in beautiful designs, with the embroidered work for gifts, exhibiting the practical benefit derived from kindergarten instruction. The exercises consisted of recitations, songs, and games. An address in verse, "If I were Santa Claus," one by a boy of six to his schoolmates; two poems, "The Fisher Boy," and "Hungry Mattie," a song of Christmas greeting, were among those most appreciated. The ever welcome refreshments were bountifully supplied, and the young hearts that were made happy by doing good will long remember their Christmas festival of 1877.

BUFFALO.—The teachers in the public schools have done themselves credit in forming an association for mutual improvement and benefit. About fifty met and completed an

organization. A constitution was adopted, and the association christened the "Buffalo Teacher's Association." The constitution provides for the "promotion of educational interests," by essays, discussions, reports upon systems and plans of teaching, and other exercises. Any gentleman teacher in the public schools can become a member by paying fifty cents into the treasury and signing the constitution; lady teachers by paying twenty-five cents.

A. Z. Barrows, President; Mary A. Ripley, Vice-President; J. W. Barker, Secretary; N. G. Benedict, Treasurer; Oliver Arey, R. T. Spencer, Maggie Carr, Business Committee.

A committee on by-laws was also appointed, consisting of J. W. Barker, N. G. Benedict and Miss Maggie Carr.

ILLINOIS.—David A. Wallace, D. D., LL. D., President of Monmouth College since its foundation twenty years ago, resigned to day on account of ill-health produced by the burdensome labors of the position. He has been eminently successfully as an educator, and his resignation is widely regretted. He has been called to churches in Chicago and Wooster, O., and will probably accept the latter.

Letters to a Young Kindergartener.

LETTER NO. VIII.

WASHINGTON, Kindergarten Hall, Dec. 24.

MY DEAR MARY: It is not Christmas day yet, but our Kindergarten had their Christmas festival Dec. 21, from 5 o'clock till 8 o'clock P. M. (for the real Christmas should be celebrated in the family circle.) We had a lady-day for it, and every one seemed to enjoy it. The children felt as free and happy as if they were entertaining company in their own homes. The programme was the following:

- 1st. A song of welcome by the little ones.
2. Reciting of verses, one by each child, repeated in concert by all.
- 3d. Movement games, with singing in German and in English.
- 4th. Christmas anthems, with solos.
- 5th. Marching with and without flags, organ accompaniment.
- 6th. Distribution of presents made by the children in the kindergarten for their parents.
7. Christmas story, written and told by myself.
8. Appearance of Santa Claus with gifts for the thirty-four poor children from the Foster Home.
9. Song by the Foster Home children.

There were present a number of ministers from foreign countries. Senor Garcia, from the Argentine Republic; Senor and Senora Faeyre, from Peru; M. Romero, from Mexico; Mrs. Bell, wife of the Assistant Secretary; Rev. B. Payton Brown, minister of the Foundry Church, where President Hayes attends, Rev. Mr. Van Meter, Rev. Samuel Domer, and many other distinguished parties. But I am going to give you in this letter particularly the story, which I know will be the most acceptable to you.

STORY OF THE FIVE LITTLE TRAVELERS, AND WHAT THEY SAW ON THEIR JOURNEY.

There was once a dear mamma, who was sitting in a rocking-chair before a bright fire. On her lap sat a little girl, whose name was Lulu. It was getting dark, and she was tired of playing with her little brother Georgie, and now she was begging mamma to tell her a story or to sing to her one of those pretty little songs with motions, which Froebel has given to mothers to amuse their little ones with, and which this mamma had learned to sing.

"Yes, yes, mamma," exclaimed Georgie, sitting down on a cricket by her feet, "tell us some more about those fine little travelers, what they saw on their journey at Christmas time."

"Who is that," said mamma, drumming with her fingers on her work-table (or upon the window-pane.)

"Down in the street five little men I see,
They're tying their horses to a tree,
'Come in, come in,' said mamma dear,
And warm you by the fire in here,
These little children would like to hear
What you saw on your travels far and near.
Ah! here comes one, bowing so fine,
How do you do, little Thumbling mine,
Pray tell little Georgie where you have been,
And tell little Lulu what you have seen."

"Oh," said Thumbling, bowing all the time, "I saw the prettiest sight the other day. I was passing the corner of 8th and K St. The wind was driving the rain into my face, and I was quite in haste to get home, when I heard some singing. I stopped a minute and looked over the stained windows into a large room, where three rows of little children sat on pretty carpet chairs before some low square-tables, working away as busy and happy as could be. I watched one little fellow, who was making some slanting lines with green worsted on a piece of pink Bristol board. Every time he put his needle in one of the pricked holes, he held it up and enquired, 'Is that right, Mrs. Pollock?'"

Another little girl, still younger—she could not have been over three years old—would not allow a young lady to take one stitch in her work to help her; no indeed, she want-

ed to do it all herself. The ladies were busy enough, threading needles, making knots, ripping out the wrong stitches. What does it all mean? I had always thought to work was not pleasant for little folks; but there is a little fellow crying in this happy company, he is being punished for troubling another child, by having his work taken from him. Oh, I would like to have stayed there to watch this busy little company for a longer time without noticing the rain, but seeing others so busy brought to my mind that I too had some work to finish before Christmas; so I hurried off.—Good-bye—good-bye, Georgie. Good-bye, Lesca!

'But who is that coming now,
Making such a pretty bow?'
'Tall Forefinger is my name,
To take a little rest I came.'
Sit down right there,
These little children would like to hear,
What you saw on your journey far and near.'

"I don't know, as you will like to hear what I saw one day, as I was passing at the corner of a street where stood a large building with flower pots in every window. I saw four or five little children with their noses pressed flat against the window-panes trying to get a peep at the happy little singers inside; soon some other children came along, a little larger and somewhat better dressed, and they pushed the ones who were there first, for they also wanted to see all they could, as long as they could not belong to the happy company inside the room. But now a lady opened the glass door. The little barefooted children quickly dodged around the corner of the street, out of sight, the others stepped back, somewhat ashamed.

"Would you like to come in to visit our kindergarten?" the lady said, "Come in." They shook their heads. "Well then you had better not stand around these windows, for there is a policeman who makes it his business to watch here, that no one shall disturb the scholars, and he might think you had. I should feel so sorry to hear that he had taken you to the station-house."

"What a pity, I thought, that these little things must be running and fighting round in the streets, when there are institutions in the city, where such little children are taught to love work and be happy by being kind and polite to each other. So much money is given every year for so many schools for larger boys and girls, but if people only knew how much evil could be prevented by gathering the poor little children into the kindergarten, there would be plenty of legacies and bequests to found free kindergartens all over the country. Good by now, dear children, I cannot stop to-night to tell you anything more."

'Look, children dear,
Who is coming here,
Tall Middle-finger—how do you do?
We want to hear some news from you.
We are glad your happy face to greet,
What have you seen, that is pleasant and sweet.'

"It was night when I came trotting along on my white horse, and I saw in a large room quite a number of ladies, two gentlemen, some little girls and one little boy. Why, what a variety of things were laying about in the room. Paper, gold and silver, blue and red, ribbons of every color of the rainbow, silks and kindergarten embroideries. One lady was giving to another some weaving to paste, and to another some ribbon to pleat. One young lady was making a pretty dress for a little child. "Mamma," she said, "I do not like to give to one of those Foster Home children, whom you have invited to our Christmas festival, simply something to put on. I ought to have some book, or try to go with this." "Let me give them something to play with," said the littlest girl, standing near mamma. "So you shall, dear; you may give them a little cunning toy rabbit, which I was going to give to you. Annie," she said to another daughter, who sat with her knitting in a corner of the room, "come and help us, our Christmas does not come for a week, and after our party you shall have all the time you want to finish your presents for the family." But I could not stop any longer, though I would like to have listened to some music, a visitor was just preparing to play on the piano and help them a little with their work, as I saw the other gentlemen were doing, writing scholars' names on cards and writing invitations. Good-bye, good-bye, dear children, I must be off!

'Here comes a little fellow,
With something bright and yellow,
Slipped tightly o'er his skin.
Let's quickly call him in,
His story to begin.'

"Good evening, dear lady (the King finger must be bowing as best it can,) and you, dear children, here; thank you, this is comfortable; it seems very pleasant and comfortable to sit down after riding for such a long while."

'What is your name, dear sir,' said Lou,
'We'd like to hear some news from you.'

'My name is King-finger, and I am very glad to have such good news to tell you. You have seen my little brother Thumbling, and he told you of the pretty sight he saw

in the National Kindergarten in Washington; well, I saw these same little boys and girls grown up to be good men and lovely women. They were talking together, and telling each other how much better and happier they were, for having been to a kindergarten when they were little children, and bye-and-bye I saw the youngest lady take the arm of the oldest, kindest-looking gentleman and go with him from one to the other in the company with a silver bowl in her hand, and each one put in all the money they had in their purses. What do you suppose they were going to do with it? Why, they were going to have a free kindergarten opened for poor children; but I could stop no longer, so I hurried off, feeling so glad and rejoicing in my heart. It was a dream I had, but I know it will come to pass. Good-bye, good-bye, I have some ways yet to trot on my little pony before I reach my home."

"Wouldn't that be splendid?" cried little Georgie. "I will give them all my pennies in my savings' bank."

Drumming } 'But who is that little dear
against the } Who's coming now quite near.
window-pane. } He's taking off his hat to you,
He's coming in. How do you do?

My name, dear lady, is Little-finger" (bowing to the best of his ability.) I've come to present my respects to you; and bring you some good tidings too.

I saw a sweet, a lovely sight. Some little barefooted children were going into a very nice-looking house, others went in after them. I was quite curious to know what business they had in there. Could they all want to go begging in the same house? I followed them into a easy room, where a pleasant-looking woman held a soft sponge under a faucet, and washed their little hands with sweet-smelling soap. A younger woman held a white apron all ready, which was gently slipped on, and each Little One walked into the adjoining room. I went in too. There were four rows of little boys and girls looking so neat, so bright and happy; and several young ladies were there with them, all ready to give them something to do, to play or sing or talk with them.

"Will you please tell me what all this means?" I said to the one nearest me. This must be a free kindergarten." "Yes, sir," she said, "there is a fund, contributed by a number of kind-hearted ladies and gentlemen, from which we received our salaries, and some of these ladies have no pay, but are glad to help us, for the sake of learning how to conduct a kindergarten."

How I wished my time would permit me to remain a while longer, but I had to be off; however, my business brought me by the same house two hours later, and glancing over the high fence I saw this busy little company, some with spades, others with little rakes or wheelbarrows, while others were reading, each one their own little garden, while some of the larger ones were busy in the middle of the garden—a pretty piece of ground laid out in the shape of an octagon, which seemed to be the common property of all.

"This little violet is for mamma," I heard a little wicket say, "I am only waiting for the other bud to grow a little bigger before I pick this one off."

'How I wish we could see them too,'
Cried little darling Lou,
Thank you for calling,' said mamma dear,
'Come in whenever you are near.
'Good bye, good-bye, I must stay no longer now.
That's right, let your little fingers make a pretty bow.'

I had hardly time to finish my story before Santa Claus made his appearance. The young lady who personated Santa Claus with long white beard, shaggy eyebrows and white hair cropping out from under his fur cap, and toys hanging all about him, seemed so real to the Little Ones, that some of the youngest of the poor children began to cry, but when he gave to each one some gifts, they soon smiled and even shook hands with Santa Claus. His gifts had all been brought by the scholars, and their eyes twinkled merrily as they recognized each one the toys that had been brought by them. I consider this is one of the means for cultivating the affections and spiritual nature of children in the kindergarten.

How gratified I felt that I was permitted to be instrumental laying up such joyous memories in these dear children's hearts, and thus bring God's kingdom a little nearer to them.

Vacation never was more welcome than it is this time, after spending so many busy days and evenings in making up the children's work for their parents into wallbags, card-cases, needle books, scent-cushions and cornucopias. The stand on which we hung them looked bright and beautiful. I assure you, with its eighty gifts. The weather too has favored us, for it has been wonderfully mild and pleasant the past ten days.

With a happy New Year to you and all your little flock, I must bid you adieu now.

From ever yours most sincerely,

LOUISE POLLOCK.

Compositions.

THE CONTENTS OF A WORK BOX.

"Oh! what a rainy day it is," and seated beside a window of a handsomely furnished room, is a little girl with a very discontented face, while at her side is a pretty little work-box, neatly fitted up with every thing that is necessary for her work. Although the day is stormy, it does not seem to affect the spirits of the contents of the box, for they are carrying on a lively conversation.

"Ha! ha!" laughed out the darning needle, "you need not talk religion to me, for I am supposed to be the most religious person in this box."

"Why?" asked one of the company with a waxy look.

"Because," answered the darning needle with a toss of its head, "because I darn the holy stockings; and which of you can equal that?"

"Stop," said the scissors sharply, being put on its metal at once, "do not set yourself up so high, but look at me and notice all my pointed attractions, and compare them with yours, which are nothing to them."

"Do not let us quarrel any more," cried the peaceful little emery, "but have some sport; now the way we will do will be this. Let us each suggest something, and which ever we like the best that will be the one we will do. As for me, I think it will be nice to play at consequences."

"Oh, no," answered the silk softly, "that will not do, for with so many playing, the consequences might be very sad. It seems to me it would be much better to play checkers." But that would not do, as the eyelet-piercer suggested, "that they might be checked before they finished." Then cards were proposed, fortune-telling, cribbage, and many others; but some objections were raised to all, so the needle, thimble and thread, settled down in one corner for a quiet little talk, when suddenly the pin, who had been silent all through the argument, said, "he felt cold and thought a dance would not be out of place." This was greeted with shouts from the present company, and the pin-cushion said, "you have more head than all the rest of us put together." Just then the little girl took up her sewing and this stopped all further talking.

THE CITY IN WHICH WE LIVE.

There is something very refreshing in taking a walk early in the morning in this bustling, noisy city. The sun just rising, is like a ball of fire in the east, and the air is fresh and bracing, reverberating with the call of the milkman as he goes his accustomed rounds. Very few people are abroad; now and then a solemn looking policeman stalks majestically by. Perhaps a laboring man, hurries past swinging his little pail of lunch, and whistling merrily to himself. The newsboy stand at the corner stamping his feet to keep them warm, the while watching with sharp eyes for an early customer. The restless city is just awaking. As the sun mounts higher in his orbit, the streets become noisier. The shop-girls walk along in little companies, busily chatting. The cars whirl past, heavily laden with passengers. Down the side streets, the servant girls are washing and sweeping the walks, and children with books under their arms hurry to school. Later still, if one walks down Broadway he will find the avenue thronged with a crowd of people composed mostly of ladies and children on shopping expeditions. At the corners of the streets the fruit woman displays her little stock of edibles, or a dirty little boy is turning the crank of a peanut roaster, while in front of it is displayed on a little table, musty, fly-specked candies, dusty figs, and small sour oranges.

Perhaps you may meet a blind man playing on a squeaky little accordion and piteously begging for alms; or a still sadder sight, you may pass a poor drunkard mumbling to himself, and reeling from side to side in the street, jeered at by the boys, looked at with scorn by some, or with pity by others. At twelve o'clock, you meet men and women hurrying to their homes or to the restaurants for their dinner, and appetizing odors are wafted to you from the various bakeries, eating-houses, and so forth. In the afternoon the parks are occupied by the nurses and children. Two *bonnes* with little French caps sit together while their little charges played near them. Here a group of German girls with their knitting are chatting about the various merits of their several mistresses. There a group of pretty rosy-cheeked children are busily engaged in jumping rope and playing tag. But alas! human happiness is fleeting, and soon the children are gathered together, and one by one the little companies part to their different homes. Now men are lighting the street lamps, the curtains are drawn in the richer dwellings, while in the poorer ones the windows are opened to let in the fresh air. Tired-looking women stand at the doors of the crowded tenement houses, or lean out of the windows and carry on conversation, or idly watch the dirty, barefooted little urchins quarreling in the street. Now and then a licensed vender jogs slowly by, and the man calls out his articles for sale, hoping that he may chance to get a late customer, so that he can go home with a lighter load and a heavier purse. The business man walks briskly along, smiling as he thinks of his happy home and the welcome he will receive from his merry little ones. A crusty old bachelor buttons his coat up tighter, and thinks of his evening paper and his quiet evening meal.

Then the sun sinks slowly in the west. The sky is illumined with rosy tinted clouds, flecked with gold, forming, as it were, a royal canopy for the dying day. Soon the stars come out one by one, and the moon shines clear and cold. The streets are comparatively quiet, and as midnight approaches, the silence is only broken by the tramp, tramp of the watchman as he walks up and down. Now and then a distant fog-bell on the river chimes, or a vessel gives a mournful whistle. The tired city seems indeed to sleep, while silvery stars and the silent moon keep watch.

NELLIE M. CARTER.

(For the NEW YORK SCHOOL JOURNAL.)

A Visit to the New York Aquarium.

As we approach we see the gay flying flags, long rows of glass windows, and the word *AQUARIUM* in large letters over the door. We enter, and on the one hand are displayed all sorts of sweet candies; resisting this tempting array, we come to the various kinds of small fish, crabs, sea-an-

emones, and things that live in the water. A little farther down is the hatching box, which interests many, as shown by the numbers of spectators always gathered about it. Next is the porcupine, with his innumerable quills. His beady eye glares upon the looker-on, and he spreads himself much like a peacock.

We cannot pass the huge hippopotamus without a word or two. He gazes sleepily at us, undecided whether to plunge in his bath, or go asleep; but finally the latter overcomes him, he closes his eyes and peacefully reposes. The color of this animal is a pinkish hue, his head is long and thick, and the expression of his face signifies laziness, love of food, and general stupidity. During the day, he is taken on a walk around the room, by his keeper, who has only to tap him on the head with a light cane, to insure obedience.

The place once occupied by the white whale, and then by alligators, contains three giraffes, which stretch their long necks over the fence around them, and the caution to ladies to keep a respectful distance is needful. They are gentle looking creatures, with beautiful spotted skin. Boxes of hay are placed on the top of the enclosure, and while they consume it, they keep a watchful eye on the persons near. The cave of rocks and plants, and a large basin where the sea-lion dashes about, is at the back of the room. A rustic bridge extends over the cave, with stairs leading to it on both sides.

In one part of it is a piano, and every afternoon either singing or instrumental music is performed, to the delight of the audience. Along the left-hand side of the building are ranged glass cases of all sizes holding fish. The striped bass, is particularly fine; the large variety of gold fish, look while swimming *en masse* like a beautiful cloud; the skate with his wicked eye, and the different colored crabs and lobsters all claim the attention of the visitor. A boa constrictor lay coiled up in a heap, while above him was the skin which he had cast off since his residence in the Aquarium. Many queer things are here exhibited, which all lovers of the curious should not fail to see. The "dear little seals,"—as we heard an enthusiastic lady say,—lay looking up with their beautiful eyes, much as a dog would, who loved his master. At three o'clock P. M. they are fed, and one of them, more tame than the other rings the dinner bell. This generally draws a crowd, and we move off to the monkey and bird room, wishing we had more time to spare. The beautiful little birds, with their bright feathers, hop merrily about on the tree placed in their cage. Parrots and cockatoos, bats and vampires, each cause us to stand and admire, until the monkey's dissatisfied grunt reaches us. What queer little things they are. With their long claws, sharp eyes, and wide mouth. They chatter together, racing up and down, leaping, swinging, until a favored one receives a nut or piece of candy from a by-stander. Then more grunts are heard, and hands raised to defend, offend, or take away the other's food. In one of the cages a rope hangs down from the centre, and monkeys grasp it, and swings to and fro, evidently enjoying it. A glance at our watches, and a parting look bestowed upon the two white mice, which we had not noticed before, and we are off. Would that more of the inhabitants of New York city, teachers, scholars, parents and guardians, had visited this place of both instruction and amusement. Not once, but again and again, as new things are added every little while. Mr. Coup, the manager, strives to make it interesting to the mind as well as to the eye—and he has succeeded!

The Planet Mars.

The vaporous envelope which covers Mars has been shown by the spectroscope to be aqueous, therefore we must believe in oceans there. The passage of clouds from place to place indicates serial currents, hence Mars has winds. The existence of continents proves the action of volcanic forces. There must be rivers by which the water from the rain falls can find its way back to seas. There must be mountains and valleys.

With the naked eye Mars is principally remarkable for its ruddy color, and in the telescope this color is not lost but confined to particular regions, and the intermediate parts are of a darker and greenish hue. An eminent French astronomer argued that vegetation on Mars is red, losing its ruddy tint in winter.

At present, the greatest interest is centered in Mars' satellites, of which there are two. The outer satellite is about twelve thousand miles from the surface of Mars, and is supposed by competent authority to be about eleven miles in diameter. The inner one is about three thousand five hundred miles from the surface, and about fifteen miles in diameter. To all intents and purposes, however, Mars has but one practical moon, the smallness of the size of the outer one making it appear but a little larger than Mars does to us. The inner moon has an apparent size of about three-quarters of our moon—or would have to the human eye of this earth. This moon rises twice every night, and each

night it passes through all its phases, which, with our moon, require more than twenty-seven days.

PUBLIC and gratuitous education is compulsory in Norway from the eighth to the fifteenth year. The work of children in factories has to be regulated so that they can perform the exercises of communal schools. Norway has one complete university, in which are 46 professors, 10 assistant professors, and 831 students.

THE Vienna University, founded in 1365, is probably the largest in the world. It has 131 professors and 114 other teachers, making a total of 245 instructors, with 3,152 matriculated students. It is much frequented by students of medicine, divinity, etc. Techermak, the celebrated mineralogist, is here.

THE crowded school of painting and drawing in the basement of the Boston Art Museum day and evening, fills the galleries between and after work hours with life and earnest enthusiasm. Exhibitions of textile fabrics, hammered metal, moulding and painting upon clay and porcelain of old ages, instruct the renaissance of popular enthusiasm for household objects of beauty. The scholar and the newspaper reader are equally delighted with casts of the great discoveries in the recent excavations in Greece. Art in Boston is at last receiving unaffected homage.

DR. GEORGE B. EMERSON, of Massachusetts, was opposed to the common custom of instigating one child to surpass another. "A child," he says, "ought to try to surpass itself, and be taught to love other children. Many teachers make a mistake in paying too much attention to the brighter scholars, to the neglect of the poorer ones."

WE all have two educations—one which we receive from others, and another, and the most valuable, which we give ourselves. It is this last which fixes our grade in society and eventually our actual condition in this life and the color of our fate hereafter. All the professors and teachers in the world would not make you a wise or a good man without your own co-operation; and if such you are determined to be, the want of them will not prevail.—JOHN RANDOLPH.

A GRAND educational excursion to Europe and the Paris Exposition is announced by Dr. E. Tourjee, Boston, during the summer of 1878. See card in another column.

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1878.

1879.

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William L. Dickinson, Esq., City Superintendent of the Jersey City Public Schools, says:

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Prof. Washington Hasbrouck, President of the New Jersey State Normal and Model Schools, says:

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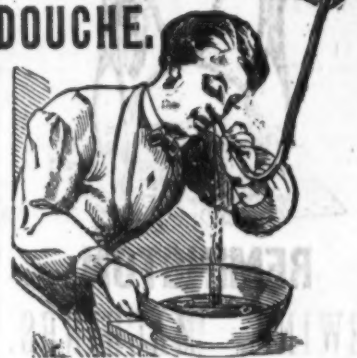
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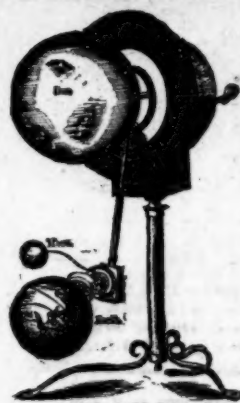
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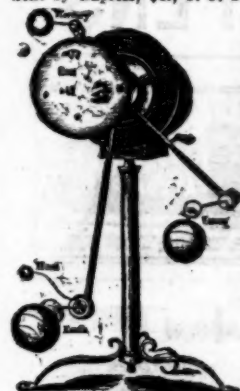
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